

## Feedback and Marking Policy

### 1. Rationale

Feedback and marking is an integral part of assessment for learning. We aim to provide a system of feedback and marking that is consistent and continuous throughout the school. That will inform planning, be diagnostic and enhance children's learning by ultimately providing guidance on how work can be improved.

Feedback and marking should help pupils to become reflective learners as well as impacting positively on progress and future attainment.

### 2. Principles

The 'Report of the Independent Teacher Workload Review Group' (2016) identified three key principles for providing a rationale of feedback and marking in schools. These are:

- i) That it is **manageable**. Marking practice should be proportionate and consider the frequency and complexity of written feedback, and cost and time-effectiveness of marking in relation to the overall workload of teachers.
- ii) It should be **meaningful**: Marking varies by age group, subject and what works best for the pupil and teacher in relation to any particular piece of work. Teachers should therefore adjust their approach and necessary and be trusted to incorporate the outcomes into subsequent planning and teaching.
- iii) Marking leads to **motivation**: Feedback in all forms should help motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive; sometimes short, challenging comments or oral feedback are more effective.

### 3. Aims

Feedback and marking should:

- relate to either the learning objectives/success criteria of the lesson or individual pupil targets;

- give pupils recognition and appropriate praise for the specific success of their work;
- give pupils clear strategies on how they can improve their work;
- be accessible to pupils through use of child friendly language and achievable tasks/targets;
- use consistent codes throughout the school (see Appendix);
- be given high status within lessons so that it is powerful and meaningful, with time dedicated to enable pupils to reflect on teacher's feedback and marking;
- provide a purposeful tool for teacher assessment - diagnostic, formative or summative;
- help the teacher to evaluate teaching and inform future planning;
- have a positive effect on subsequent work produced by the pupil.

Written feedback must be manageable for teachers and not create excessive workload.

#### **4. Guidance and Expectations for Feedback and Marking**

When providing feedback to pupils and marking their work, teachers should:

- consistently use policy marking conventions and codes, ensuring these are understood by all pupils (see appendix);
- remember that feedback and marking is most effective when pupils are actively involved in the process, either through discussion, reflective review marking or responding to written comments;
- relate feedback and marking directly to the learning objective / success criteria;
- use neat and legible handwriting as a model for pupils;
- acknowledge a pupil's effort alongside their achievement;
- be sensitive to pupils' abilities, balancing the desire to improve with the need to encourage, maintain self-esteem and build confidence;
- **not** correct every spelling error made by a pupil, but persistent errors should be commented on and addressed through strategies in planning.
- ensure pupils are given time to read/reflect on feedback;

- ensure pupils are provided with regular opportunities to develop peer and self-evaluation / marking strategies (see section 7).

## **5. Additional Guidance**

The following guidance is taken from 'Ways to reduce workload in your school' (Department for Education publication, March 2019)

- *Consider a range of feedback techniques which are proportionate. **Not all feedback has to be written.** Consider live class feedback, which may at times be recorded as part of assessment information. Make sure the type of feedback, language and style are suitable for pupils.*
- *Build in live sampling. Select a sample of work and mark it in front of pupils, e.g. use a visualiser so students see how work is corrected, enabling them to make amendments to their own work.*
- *Use 'sampling for planning'. Focus on a sample of pupils' work after a lesson and use the understanding gained about progress to inform the planning of subsequent lesson(s).*
- *Use feedback codes where appropriate. These can be used to draw pupils' attention to common strengths and areas to develop to reduce the need for lengthy responses.*
- *Prioritise key pieces of work. Identify when planning which pieces of work should be prioritised for more detailed feedback.*

## **6. Guidance for Response Marking**

When teachers mark work it is important that they demonstrate consistency by marking to the learning objectives or success criteria for the task. The emphasis should be on success against the objectives/criteria and next steps for learning.

**Response** - Response marking may require an independent response from the pupil. In this case, the teacher writes feedback in the form of an improvement suggestion, a task or a target that the child will then action.

**Response with teacher** - Some feedback may require a response from the pupil, but with the teacher. This is where the teacher and pupil come together and discuss it/work through it in partnership. This will be at the discretion of the teacher and will relate to a particular pupil's needs or the complexity of the response needed. This creates quality meaningful dialogue, aids assessments and secures next steps for the pupil.

For younger pupils in the foundation stage this will focus on oral feedback and annotation of pupil's work but like any whole school approach they need to be experiencing it in order for it to be progressive as they move through the school.

## **7. Guidance for Peer and Self Assessment / Marking**

When used effectively, peer and self-assessment marking can be a very effective tool to raise pupils' standards. Peer and self-assessment will engage pupils in dialogue and language directly related to success criteria and learning objectives within a lesson. An agreed, shared and consistently used language, along with an ability to critique a piece of work, will help to develop higher order thinking skills in pupils. This in turn, will improve both their own and others' work.

Peer and self assessment or marking might take a range of forms:

- Whole class assessing together - A necessity initially in order to teach children the process of effective peer assessment. They cannot be expected to do it if they don't have it modelled. A visualiser can be used to show a child's work along with the objectives/success criteria and then the peer assessment processes can be established, understood and agreed as a class. For peer assessment, the same concept of identifying areas of strength and those to develop will be used. This shared, class assessment should not just be used to lead into peer/self-assessment – it should also be seen as a powerful tool on its own.
- Peer Assessment - Pupils work with a response partner to evaluate a piece of work. They read it thoroughly and then identify/highlight where they can find the success criteria.
- Self-Assessment - Pupils may be asked to work independently to assess their own work. Examples: Read it and mark off the success criteria in the text, write what's good, give themselves a wish or a target, edit parts of it, or use a traffic lighting system to inform the teacher how well they believe they achieved the learning objectives: Red - I have not attained many of the success criteria and would like support, Amber - I have attained enough of the success criteria to build on my understanding (child to say what it is they would like to look at), Green - I have attained most, if not all the success criteria. Not all of this needs to be done at once, especially for younger children. Parts of it can be done at different times and should be added to progressively as children's skill level of assessing improves.

## **8. Frequency of marking and feedback**

- Feedback, including marking, should take place soon after the work has been completed and presented to pupils as soon as possible;
- Marking can take place during the lesson - providing immediate feedback, or in a later learning session on an individual or group basis.

- Teachers will identify which pieces of completed work require 'deep marking', ensuring that this happens regularly but is manageable within teacher workload, and effective in impacting positively on attainment.

### **9. Celebrating Success and Rewards**

House points, stickers or certificates should be awarded for achieving targets or more generally for good work or effort. Other rewards can be used at the class teacher's discretion and might take a range of forms, e.g:

- Openings of next lessons;
- Mini-plenaries eg Why is this good? (Refer to success criteria);
- Plenaries and use of visualiser;
- Assemblies;
- Headteacher Achievement Award;
- Display;
- Publication on class page of school website.

### **10. Success Criteria**

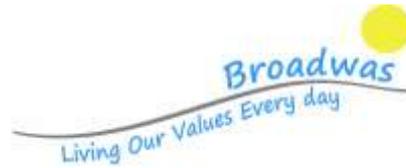
We know our policy is working if:

- there is evidence that work is being marked regularly;
- marking informs future planning;
- children acknowledge targets or 'next steps' and work towards achieving them;
- evidence of future work shows the impact of marking and feedback on work produced
- pupils can articulate what their targets are and what they need to do to achieve them.

### **11. Monitoring**

We will ensure that these guidelines are being used consistently throughout the school by:

Observing teaching and learning - Through classroom drop in sessions, learning walks, formal and informal lesson observations, etc.



Talking to pupils - Pupils will be spoken to in small groups and questioned as to how they know how well they are doing, how helpful they find marking, how they know what to do to improve, whether they always respond to their teachers' comments, how they respond, and which comments they find the most/least helpful.

Response Marking - Books will be scrutinised to see how often pupils carry out responses. If the suggestions have not been acted upon, checks will be carried out to determine whether the same mistakes are still being made later. This could demonstrate that pupils have not learnt a key skill.

Checking against written marking comments - Books will be scrutinised to find out if pupils' learning is being moved on by following improvement suggestions and response marking.

This policy was reviewed and approved by the full Governing Body on 10<sup>th</sup> March 2016.

It was further reviewed and subsequently approved by the full Governing Body on 18<sup>th</sup> June 2019 and again on 15<sup>th</sup> May 2020.

## Appendix - Whole School Marking Conventions and Codes

Teachers should:

- use green pen to promote positive aspects and pink pen to draw attention to areas for development or next steps of learning within a piece of work;
- 
- annotate the learning objective in green if the pupil has achieved it, a green dotted line if they have partially achieved it or a pink dot if they have not yet achieved it;
- 
- encourage pupils to respond using purple highlighter and pen to make corrections or changes to their work.

| Interpretation   | Marking Code:   |
|--|---|
| <b>Work is correct</b>   | ✓ (tick)  |
| <b>Incorrect - try again</b>   | . (dot) or x (cross)  |
| <b>Verbal feedback has been provided</b>   | VF  |
| <b>Identify when a piece of work is being used for assessment purposes (it may not be 'marked')</b>                            | AP  |
| <b>Response required</b>   | R   |
| <b>Response required, after discussion with the teacher</b>  | RT  |
| <b>Spelling error</b><br>(Note that in topic work only spelling errors related to specific topic vocabulary may be picked out) | Sp  |
| <b>This does not make sense</b>  | ? (underline if necessary)<br>Circle the incorrect answer or part of the sum in Maths |
| <b>Feedback given to the class as a whole (class feedback)</b>   | CF  |
| <b>Reward</b>  | HP (House Point awarded)  |

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